SOCIAL ROLES

As vital as the cognitive knowledge concepts to be developed in planned learning activiites is the development of social roles on the part of the learner. As much care, or more, should be spent in planning ways in which students will gain new social competencies in a learning activity as is spent in selecting the new conceptual insights we hope they will achieve.

These social roles may be classified as follows: (see the accompanying charts).

Interpersonal Relationships--those relationships with others in which a person evidences varying degrees of personal warmth, consideration for others, and concern for self.

Individual Worth--those personal attributes and behaviors by which individuals mirror their self-confidence, their values and convictions, and their personal images.

Leadership--those activities in which the individual exemplifies the capabilities necessary for leading and giving purposeful direction to the activities of others.

Followership--those life and school opportunities in which individuals reflect their devotion to group ideals, support of rules and law, loyalty to leaders and the welfare of the total group.[3]

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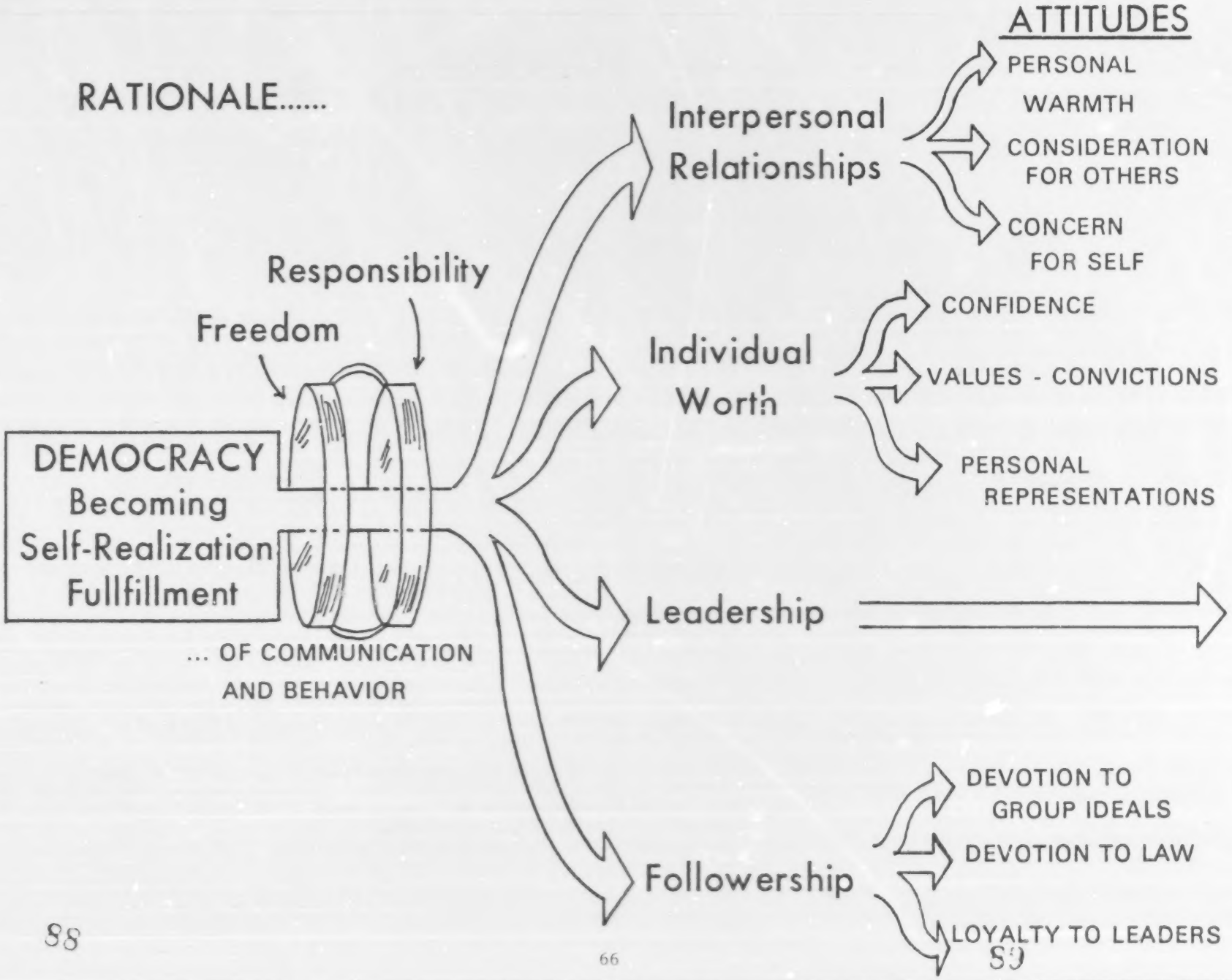
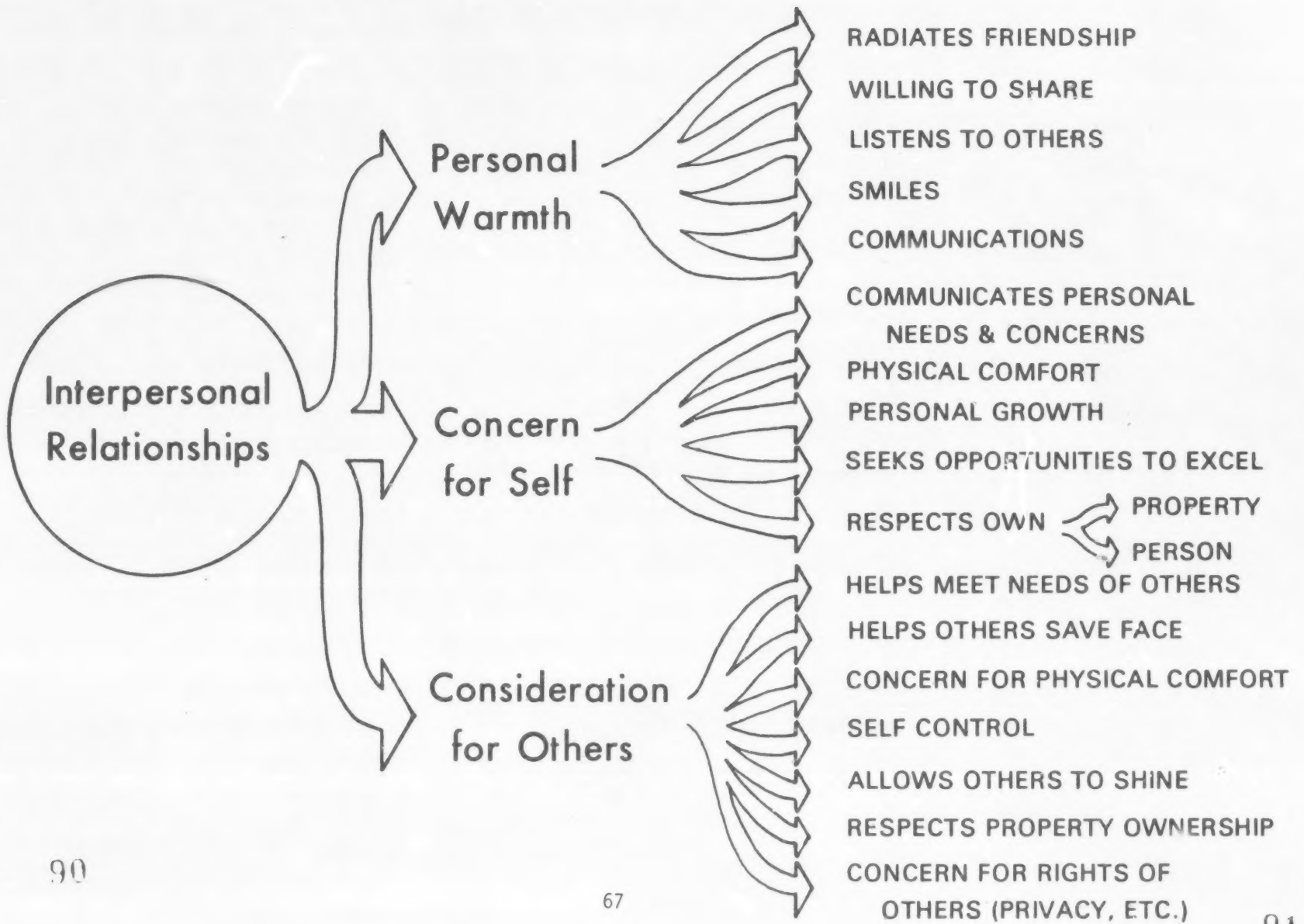
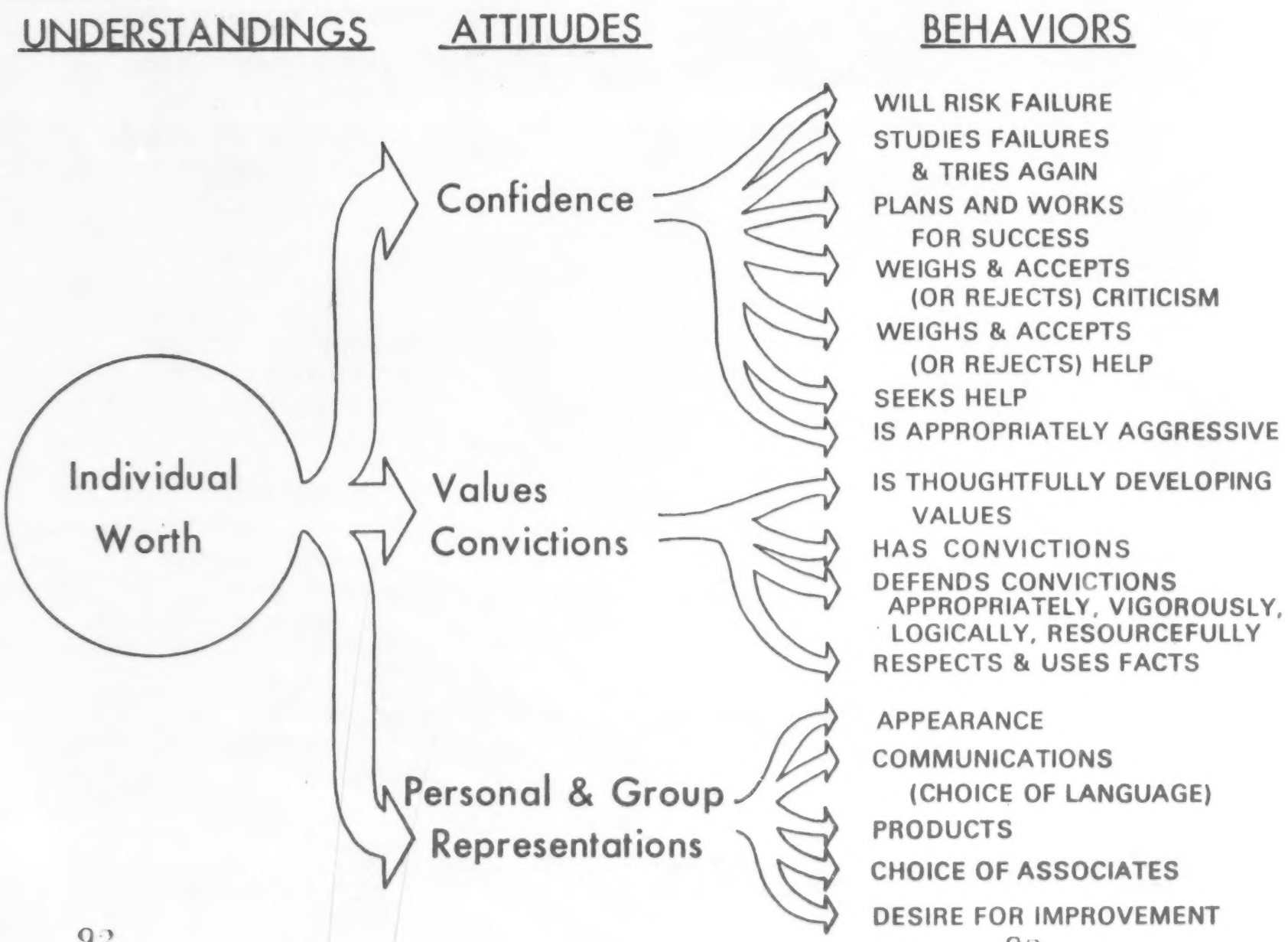
[3] Developed by Morris Rowley, Utah State Office of Education, 1971.


RATIONALE.....
ATTITUDES
Interpersonal Relationships
PERSONAL WARMTH
CONSIDERATION FOR OTHERS
CONCERN FOR SELF
Responsibility
Freedom
DEMOCRACY
Becoming
Self-Realization
Fullfillment
... OF COMMUNICATION AND BEHAVIOR
Individual Worth
CONFIDENCE
VALUES - CONVICTIONS
PERSONAL REPRESENTATIONS
Leadership
Followership
DEVOTION TO GROUP IDEALS
DEVOTION TO LAW
LOYALTY TO LEADERS

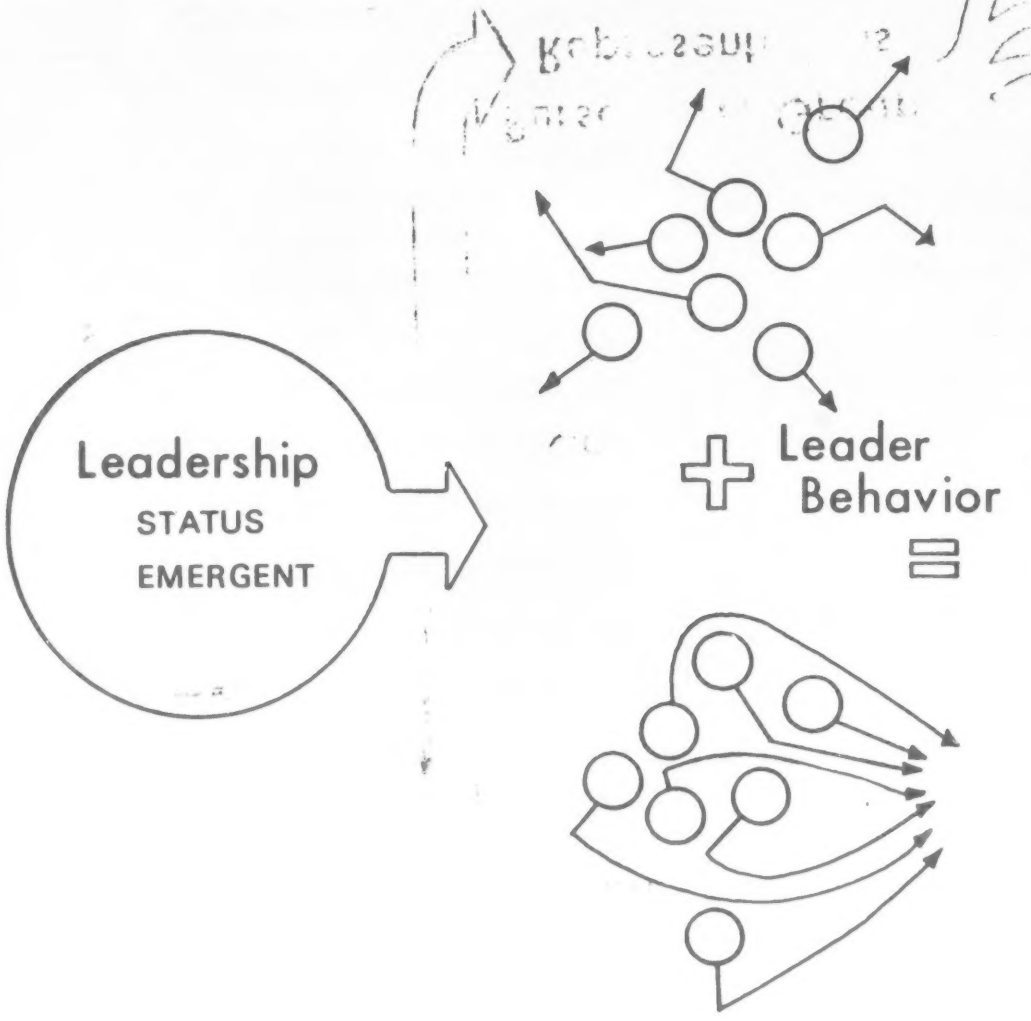

UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Interpersonal Relationships
Personal Warmth
Concern for Self
Consideration for Others
RADIATES FRIENDSHIP
WILLING TO SHARE
LISTENS TO OTHERS
SMILES
COMMUNICATIONS
COMMUNICATES PERSONAL NEEDS & CONCERNS
PHYSICAL COMFORT
PERSONAL GROWTH
SEEKS OPPORTUNITIES TO EXCEL
RESPECTS OWN
PROPERTY
PERSON
HELPS MEET NEEDS OF OTHERS
HELPS OTHERS SAVE FACE
CONCERN FOR PHYSICAL COMFORT
SELF CONTROL
ALLOWS OTHERS TO SHINE
RESPECTS PROPERTY OWNERSHIP
CONCERN FOR RIGHTS OF OTHERS (PRIVACY, ETC.)


UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Individual Worth
Confidence
Values Convictions
Personal & Group Representations
WILL RISK FAILURE
STUDIES FAILURES & TRIES AGAIN
PLANS AND WORKS FOR SUCCESS
WEIGHS & ACCEPTS (OR REJECTS) CRITICISM
WEIGHS & ACCEPTS (OR REJECTS) HELP
SEEKS HELP
IS APPROPRIATELY AGGRESSIVE
IS THOUGHTFULLY DEVELOPING VALUES
HAS CONVICTIONS
DEFENDS CONVICTIONS APPROPRIATELY, VIGOROUSLY, LOGICALLY, RESOURCEFULLY
RESPECTS & USES FACTS
APPEARANCE
COMMUNICATIONS (CHOICE OF LANGUAGE)
PRODUCTS
CHOICE OF ASSOCIATES
DESIRE FOR IMPROVEMENT

92

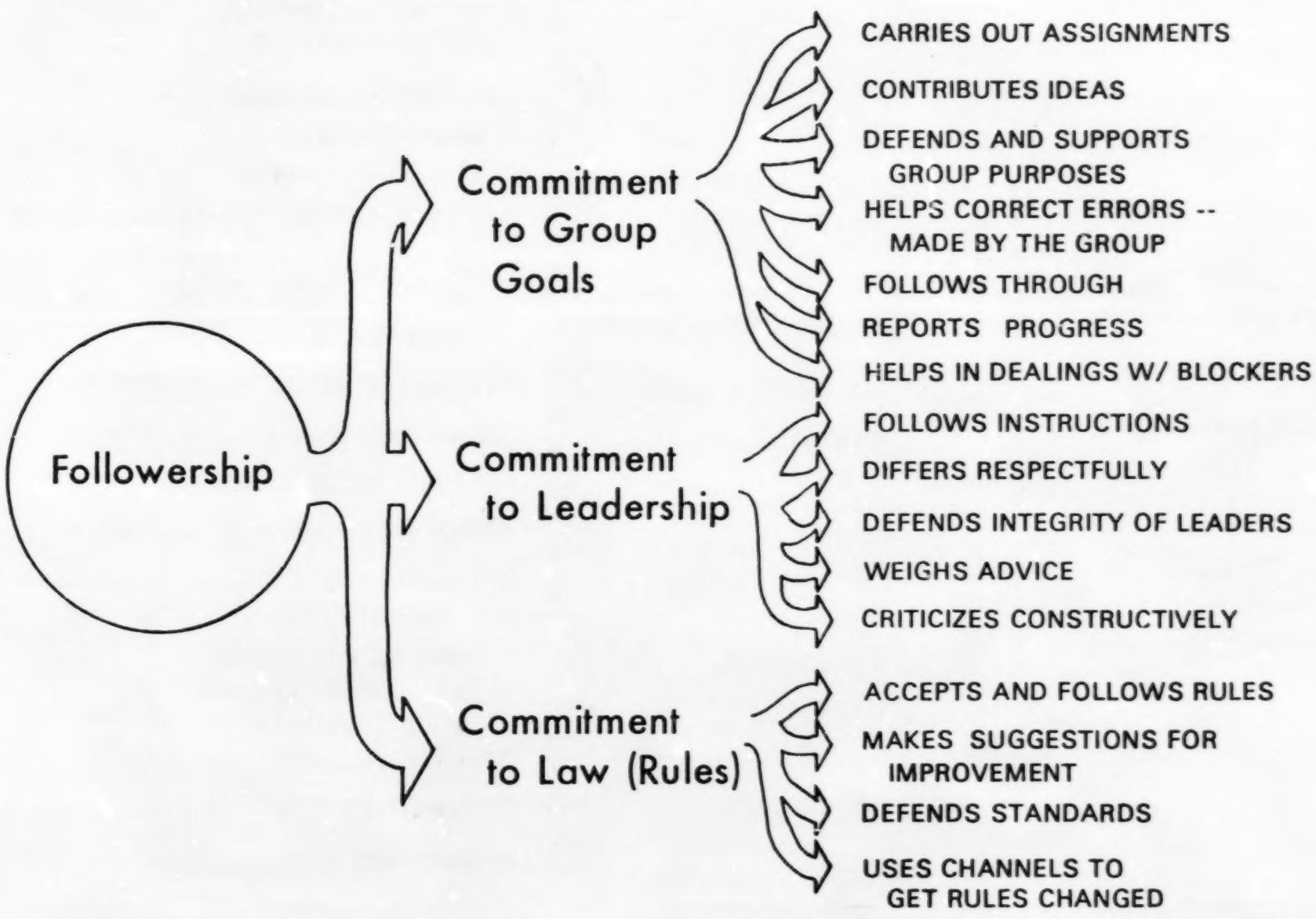
93

UNDERSTANDINGS ATTITUDES



BEHAVIORS

1. SEES & PRESENTS PROBLEM
2. HELPS GROUP VISUALIZE SOLUTIONS
3. STIMULATES GROUP ...
   - ...ENCOURAGING PARTICIPATION
   - ...RECOGNIZING CONTRIBUTIONS OF MEMBERS
   - ...ACCEPTING & USING IDEAS OF MEMBERS
   - ...RESOLVING CONFLICTS
4. SHOWS CONCERN FOR EACH MEMBER
5. GUIDES GROUP IN SELECTING PERSONS OR SUB-GROUPS TO ASSUME SPECIFIC RESPONSIBILITY
6. ASSIST GROUP IN DECIDING ON A TIME TABLE FOR THE ENTERPRISE
7. FOLLOWS THROUGH
8. IS ENTHUSIASTIC
9. CAUSES GROUP TO EVALUATE


UNDERSTANDINGS
ATTITUDES
BEHAVIORS
Followership
Commitment to Group Goals
Commitment to Leadership
Commitment to Law (Rules)
CARRIES OUT ASSIGNMENTS
CONTRIBUTES IDEAS
DEFENDS AND SUPPORTS GROUP PURPOSES
HELPS CORRECT ERRORS -- MADE BY THE GROUP
FOLLOWS THROUGH
REPORTS PROGRESS
HELPS IN DEALINGS W/ BLOCKERS
FOLLOWS INSTRUCTIONS
DIFFERS RESPECTFULLY
DEFENDS INTEGRITY OF LEADERS
WEIGHS ADVICE
CRITICIZES CONSTRUCTIVELY
ACCEPTS AND FOLLOWS RULES
MAKES SUGGESTIONS FOR IMPROVEMENT
DEFENDS STANDARDS
USES CHANNELS TO GET RULES CHANGED

POLICY ON CONTROVERSIAL ISSUES

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social Studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their life, is vital to the continuation of our society, and is appropriate to their maturity level.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues.

Only by guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.[4]

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[4] Focus on Man. Utah State Social Studies Course of Study, 1971